The Stables Independent School

WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

Policy Consultation & Review

This policy is available on request from the school office. We also inform parents about this policy when their children join our school and through our school newsletter.

We recognise the expertise our staff team builds by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff members are provided with Part One of the statutory guidance *'Keeping Children Safe in Education'*, DfE (2026).

This policy was reviewed and approved by the Proprietor in the Autumn Term 2026.

It will be reviewed annually and approved by the Proprietor.

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1. PURPOSE & AIMS

1.1 The purpose of The Stables Independent School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment
- Protect children from maltreatment, whether that is within or outside the home, including online
- Prevent impairment of our children's and young people's mental and physical health or development
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable children and young people at our school to have the best outcomes

1.2 This policy will give clear direction to staff, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protecting children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly for prolonged periods and/or on repeat occasions. The School Office Manager will regularly liaise with the Designated Safeguarding Leads (Headteacher, Deputy & Behaviour Lead) to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including criminal and sexual exploitation to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

1.5 This policy applies to all pupils, staff, parents and visitors.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.

All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

2.3 At The Stables Independent School we ensure that safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development. We always operate with the best interests of the child as the top priority.

2.4 Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The systems we have in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

2.5 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will evaluate the understanding and competence of staff and regular visitors at the end of their training and induction. We will not make promises to any child, and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose. All staff will be trained to recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, at risk of exploitation, serious violence or modern slavery, and/or they may not recognise their experiences as harmful.

2.6 Throughout our broad and balanced curriculum, we will provide activities and opportunities for children to develop the knowledge, values and skills they need to identify risks, including when and how to ask for help for themselves and others to stay safe (including online). It will include covering relevant issues through our bespoke school Life Skills curriculum, HRSE (Health, Relationships and Sex education), Computing and PSHE curriculum.
The curriculum will offer opportunities for our children to learn about: food hygiene, fire and electricity safety, water safety, trusted adults and young people, drugs and exploitation.
Teaching pupils about how to stay safe and behave online, including identifying risks and how and when to seek support is crucial. Further information can be found in the DfE guidance 'Teaching online safety in school' and 'Relationships and Sex Education and Health Education.'

2.7 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2026) and Norfolk Multi Agency Safeguarding Partnership arrangements.

2.8 As part of our responsibilities for safeguarding and promoting the welfare of children, we will provide a co-ordinated offer of early help when additional needs of children are identified. These may include if a child:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abuse, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently
- excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is misusing other drugs or alcohol themselves
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised into terrorism
- is at risk of ‘honour-based’ or ‘faith-based’ abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- has a parent or carer in custody, or is affected by parental offending

2.9 At The Stables Independent School we understand the importance of working in a way that adheres to the following legislation:

- The Human Rights Act 1998
- Equality Act 2010
- Public Sector Equality Duty
- Data Protection Act 2018 and UK GDPR and the Data (Use and Access) Act 2025 – ‘data protection laws’

This means we do not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	**Sarah Porter**	**Headteacher@thestablesschool.co.uk** **01692 581467**
Deputy DSLs	**James Beddow** **Gary Spackman**	**james.beddow@thestablesschool.co.uk** **deputy@thestablesschool.co.uk** **01692 581467**
Headteacher	**Sarah Porter**	**As above**
Proprietor	**Karim Lalani**	**0208 848 1800**

3.1 It is the responsibility of *every* member of staff and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Proprietors

3.2 The Proprietor of The Stables Independent School are accountable for ensuring the effectiveness of this policy and our compliance with it.

3.3 The Proprietors will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Partnership policies and procedures

- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2026)

- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is appropriately trained to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role. The role will be evidenced explicitly in the role holder's job description

- All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct, the behaviour policy and the school's

safeguarding response for those pupils who go missing from education as detailed in section 6 of this policy

- All staff receive updated safeguarding/child protection training at the beginning of each academic year, and online safety training

- Ensure that appropriate filtering and monitoring systems are in place and that a review of their effectiveness is carried out at least once every academic year by SLT member with responsibility for filtering and monitoring.

- Ensure that appropriate cyber security systems are in place.

- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance

- Safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'* DfE (2026)

- They remedy without delay any weaknesses in regard to our safeguarding arrangements that are brought to their attention

This policy includes detailed information on the procedures and processes to follow regarding child-on-child abuse, the recognition of it and the different forms it may take.

3.4 The Proprietors will receive a safeguarding report once a year that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

3.5 At The Stables Independent School the Headteacher is responsible for:

- Identifying a senior member of staff from leadership team to be the Designated Safeguarding Lead (DSL)
- Identifying alternate members of staff to act as the Designated Safeguarding Lead (DSL) in her absence to ensure there is always cover for the role
- Ensuring that the policies and procedures adopted by the Proprietor, particularly concerning referrals of cases of suspected abuse, neglect or exploitation, are followed by all staff
- Ensuring that all staff feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures
- Liaising with the LADO in the event of an allegation of abuse being made against a member of staff

The Designated Safeguarding Lead (DSL) Headteacher – Sarah Porter

3.6 The Designated Safeguarding Lead is a senior member of staff from the Leadership Team, who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of *'Keeping Children Safe in Education'(2026).*

3.7 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

3.8 During term time the designated safeguarding lead and/or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If, in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone.

3.9 The DSL at The Stables Independent School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience, our DSL will liaise with LADO and other agencies where necessary, make referrals of suspected abuse to the children's social workers, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.10 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.11 The DSL is responsible for ensuring that all staff members are aware of our policy and the procedure they need to follow. They will ensure that all staff have received appropriate child protection information during induction and have been trained within the school to the agreed school's safeguarding training pack provided by Norfolk.

3.12 The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.

3.13 The DSL will work with senior leaders, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement.

3.14 This will include understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have a social worker reach their potential.

3.15 We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The

DSL will use the information that they hold about children, in conjunction with a social worker to make decisions in the best interests of the child's safety and welfare, and to help promote educational outcomes. At The Stables Independent School, all of the children fall into this category. The DSL will ensure that staff understand each child's academic progress and attainment and maintain a culture of high aspirations for each one. The DSL will also support teaching staff to identify the challenges these children might face and the additional academic support and adjustments that they could best make to support individuals.

3.16 The DSL will take the lead responsibility for understanding the filtering and monitoring systems and processes in place at the school.

4. TRAINING & INDUCTION

4.1 When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct, Part one of '*Keeping Children Safe in Education (2026)*' and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. They will also receive a copy of the behaviour policy (Promoting Positive Relationships) and the school's response to children who go missing from education – this information is included in section 6 of this policy. All staff are expected to read these key documents. They will also be provided with information on how to record a safeguarding concern on CPOMS.

4.2 Every new member of staff will receive enhanced safeguarding training, from a Designated Safeguarding Lead, during their induction period within one month of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child (including reassuring victims that they are being taken seriously and that they will be supported and kept safe), how to record, the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistleblowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training, including understanding the expectations, applicable roles, and responsibilities in relation to filtering and monitoring, as this is part of the overarching safeguarding approach of our school.

4.3 In addition to the initial safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of '*Keeping Children Safe in Education (2026)'*. In order to achieve this, we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis, and we will evaluate the impact of this training through regular safeguarding audits to ensure that all staff understand and can follow our safeguarding policy and procedures

- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- regular staff meetings allow for a safeguarding focus

4.4 All regular visitors to our school will be given a set of our safeguarding procedures in a leaflet; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See Appendix 2).

4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Partnership every three years. The DSL and alternate DSL will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role. This will be achieved through accessing weekly updates on e-courier and attendance at the Independent Schools' Safeguarding Forum every term.

4.6 Our Proprietor will also undertake appropriate training to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Annex A of '*Keeping Children Safe in Education*' (2026) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Partnership and within the Safeguarding Section of the Norfolk Schools website: http://www.schools.norfolk.gov.uk/safeguarding.

5. PROCEDURES FOR MANAGING CONCERNS

5.1 The Stables Independent School adheres to child protection procedures that have been agreed locally through the Norfolk Children's Safeguarding Partnership. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with Norfolk Local Assessment Protocol and the 'Norfolk Continuum of Need Guidance'.

5.2 Every member of staff working with children at our school is advised to maintain an attitude of '*it could happen here'* where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy immediately to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect. This could lead to disciplinary action being taken against the member of staff concerned, up to and including dismissal.

5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the DSLs within Clover Childcare Services, Steve Halliley, Katie O'Malley, Brett Colclough, Brodie Adams and Josh Trett.

5.6 All concerns about a child or young person should be reported without delay and recorded via CPOMS.

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from social workers as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 If, at any point, there is a concern that a child has suffered, or is at risk of suffering, significant harm from an adult working or volunteering with children, the concern must be reported immediately in accordance with the school's procedures for managing allegations against adults. Where the relevant threshold is met, a referral must be made to the Local Authority Designated Officer (LADO). Where there is reasonable cause to suspect significant harm, an immediate referral must also be made to Children's Social Care, through the Children's Advice and Duty Service (CADS), or to the child's allocated social worker where appropriate. If a child is in immediate danger, the police must be contacted on 999.

5.9 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with LADO and social workers, or the police if:

- the situation is an emergency and the designated senior person, and their

alternates are all unavailable

- they are convinced that a direct report is the only way to ensure the pupil's safety

5.10 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the proprietors. If any member of staff does not feel the situation has been addressed appropriately at this point, they should contact LADO or the child's social worker directly with their concerns.

The Local Authority Designated Officer (LADO) for Norfolk can be contacted by phone at 01603 223473 during office hours. You can also email the LADO at LADO@norfolk.gov.uk.

6. SPECIFIC SAFEGUARDING ISSUES

Contextual safeguarding

6.1 At The Stables Independent School we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding. It is key that all school staff understand the definition of contextual safeguarding and consider whether children are at risk of abuse, exploitation or serious violence in situations outside their families. Through training we will ensure that staff are aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence. When reporting concerns, staff should include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Children with special educational needs and disabilities or physical health issues

6.2 We recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges, and these are discussed in staff training. These additional vulnerabilities can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionally impacted by behaviours such as- without outwardly showing any signs.
- communication barriers
- the need for intimate care. and more likely to be dependent on adults for care.

- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

6.3 When dealing with looked after children it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): County Lines

6.4 At The Stables Independent School we train staff to recognise that both Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. Victims can be exploited even when activity appears consensual and it should be noted that exploitation, as well as being physical, can be facilitated and/or take place online.

6.5 At The Stables Independent School we recognise that Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual exploitation does not always include physical contact; it can also occur through the use of technology. We understand that some children may not realise they are being exploited e.g. they may believe that they are in a genuine romantic relationship.

6.6 At The Stables Independent School we understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. If a child is suspected to be at risk of or involved in county lines, a referral to the police/social workers will be made alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

6.7 We understand that children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. We will treat these children as victims,

understanding that they have been criminally exploited even if the activity appears to be something they have agreed or consented to. We recognise that the experience of girls who are criminally exploited can be very different to that of boys and that both boys and girls being criminally exploited may be at a higher risk of sexual exploitation.

6.8 At The Stables Independent School staff are aware of the indicators and risk factors which may signal a child is vulnerable or involved with serious violent crime. We make reference to the Home Office's Preventing youth violence and gang involvement, and the Children's Society Preventing Child Sexual Exploitation guidance for more information.

6.9 At The Stables Independent School serious violence is seen as a continuing safeguarding concern, Staff are trained and alert to the signs a child may be at risk or involved in serious violence. We are aware there are times of the school day where children may be at higher risk and respond accordingly. Where staff report concerns, the DSL will gather contextual information, provide early support for those considered at risk and dependent on the risk implement a safety and support plan.

6.10 If a child is suspected to be at risk of exploitation, serious violence, or modern slavery, a referral to the Children's Advice and Duty Service (CADS) will be made alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

https://www.college.police.uk/support-forces/practices/multi-agency-child-exploitation-team-norfolk-constabulary

So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)

6.9 At The Stables Independent School we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' abuse (HBA) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBA, they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

6.10 Where FGM has taken place, since 31 October 2015. there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: Mandatory Reporting of Female Genital Mutilation- procedural information Home Office (January 2020)

6.11 At The Stables Independent School we recognise that forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. The Forced Marriage Unit has statutory guidance and Multi-agency guidelines and can be contacted for advice or more information: Contact 020 7008 0151 or email fmu@fco.gov.uk

Preventing radicalisation and extremism

6.12 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At The Stables Independent School, we will ensure that:

- Through training, staff and proprietors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and monitoring policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Prevent duty - Norfolk Schools and Learning Providers - Norfolk County Council and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

Child-on-child sexual violence and sexual harassment

6.13 At The Stables Independent School, all staff are trained so that they are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying),
- abuse in intimate personal relationships between children,
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- serious physical assault and harm, or the threat of harm with a weapon,
- sexual violence such as rape, assault by penetration and sexual assault,

- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse,
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,
- consensual and non-consensual making or sharing of nudes and semi nudes,
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group)

6.14 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff remember the impact on the victim of the abuse as well as focussing on the support for the child or young person exhibiting the harmful behaviour. We understand that abuse can occur in intimate personal relationships between peers, and that consensual and non-consensual sharing of nudes and semi-nudes images and or videos* (also known as sexting or youth produced sexual imagery) is a form of child-on-child abuse.

*UKCIS guidance: Sharing nudes and semi-nudes advice for education settings

6.15 We understand, that even if there are no reports in our setting it does not mean it is not happening; it may be the case that it is just not being reported. We recognise that pupils may not find it easy to tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report, and this may come from a friend or a conversation that is overheard. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or is likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to child-on-child abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

6.16 At The Stables Independent School we regularly review decisions, and actions and relevant policies are updated to reflect any lessons learnt. We look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, we decide upon an appropriate course of action.

6.17 At The Stables Independent School all staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. We will also offer support to the perpetrator and any other children involved.

6.18 All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about child-on-child abuse. The DSL will respond to any concerns related to child-on-child abuse in line with guidance outlined in Part five of 'Keeping Children Safe in Education' (2026). We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

6.19 We will work with other agencies as required to respond to concerns about sexual violence and harassment. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour (HSB) Team as required so that we ensure we are offering the right support to the child(ren).

6.20 Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and/or referral to The Harbour Centre Sexual Assault Referral Centre (SARC) where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. The assault does not have to have taken place in Norfolk, but the victim must live in Norfolk to access support. The SARC also has a helpline 01603 276381 if pupils or staff need to speak to a Crisis Worker for help & advice. Referral forms can be found on The Harbour Centre website. The DSL will always contact the police in cases of rape and serious sexual assault as per the guidance When to call the Police: a guide for schools and colleges, National Police Chiefs Council.

Modern Slavery

6.21 At The Stables Independent School we understand that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. We refer to the DfE guidance 'Modern Slavery: how to identify and support victims' for concerns of this nature.

Safeguarding responses to children who go missing

6.22 At The Stables Independent School we adhere to 'Working Together to Improve School Attendance' (2026) guidance. All staff should be aware of the safeguarding responsibilities for children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

6.23 At The Stables Independent School we adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who are absent from education:

- An attendance register is taken at the start of the first session of each school day and once during the second session
- We make every effort to contact parents and follow up with the emergency contacts held if a pupil fails to attend without school being made aware of the circumstances
- We hold at least two emergency contact numbers for each of the pupils on our roll ***wherever possible***
- Staff will alert DSLs to any concerns raised regarding children who are absent from school
- The DSLs will meet regularly with the School Office Manager. and Headteacher to ensure that each response is thorough and takes into account all the relevant information about individual children
- We will follow the procedures outlined in our attendance policy including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences
- We understand that we remain responsible for the safeguarding of all pupils who are placed in an alternative provision
- When removing a child from roll at the standard and non-standard transition points, we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files.

Mental Health

6.24 At The Stables Independent School all staff are made aware, through training, that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and that in some cases, mental health concerns can develop into safeguarding concerns. Our staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

6.25 We understand that where children have suffered abuse, neglect or exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Therefore, through training, staff are aware of how children's experiences can impact on their mental health, behaviour and education. All staff are aware that if they have a mental health concern about a child, that is ***also*** a safeguarding concern. They should take immediate action by passing the information on to a DSL.

6.26 At The Stables Independent School we have clear systems and processes in place for identifying possible mental health problems and work with other agencies as required to respond to these concerns. DSLs make reference to 'Mental Health and Behaviour in Schools' (2018) DfE guidance for further support.

Online Safety
6.27 At The Stables Independent School all staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. We understand that in many cases abuse will take place concurrently via online channels and in daily life. We know that children can also abuse their peers online; this can take the form of abusive, harassing and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

6.28 As part of the requirement for staff to undergo regular updated safeguarding training, online safety training is also delivered. We will ensure online safety is a running and interrelated theme throughout the curriculum and is reflected in relevant policies, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

6.29 The school works with Netmatters to ensure that it adheres to the DfE filtering and monitoring standards. More details can be found in our policies on Online Safety and Mobile Phones.

6.30 At The Stables Independent School we recognise that technology, and risks and harms related to the internet evolve and change rapidly. Therefore, we carry out an annual review of our approach to online safety, supported by a risk assessment (on at least an annual basis) that considers and reflects the risks that children face in our setting. We also communicate with parents and carers to reinforce the importance of children being safe online.

Cybercrime
6.31 We understand that cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed online) or ‘cyber dependent’ (crimes that can be committed only by using a computer). We are aware of the Cyber security standards for schools and colleges.GOV.uk and the guidance from the National Education Network.

6.32 If there are concerns about a child in this area, the designated safeguarding lead will consider a referral to the Cyber Choices programme which aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Domestic Abuse
6.33 At The Stables Independent School all staff are aware that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to,

psychological, physical, sexual, financial or emotional. We understand that children can be victims of domestic abuse. Where they see, hear or experience the effects, this can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. We are aware of the 'Norfolk Integrated Domestic Abuse Service' (NIDAS) and signpost victims to the service. 'Norfolk and Suffolk Victim Care' are available to offer support where threshold for the NIDAS support has not been met.

Children with special educational needs and disabilities or physical health issues

6.34 At The Stables Independent School we recognise that children with special needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges such as:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges

6.35 We work to address these challenges and consider extra support and attention for these children, along with ensuring any appropriate support for communication is in place.

Children who are Lesbian, Gay, Bisexual or questioning their gender

6.36 The fact that a child or a young person may be lesbian, gay, bisexual or questioning their gender is not in itself an inherent risk factor for harm. However, in line with 'Keeping Children Safe in Education', we recognise that these children and in some cases children who are perceived by other children to be lesbian, gay or bisexual can be just as vulnerable as children who are. Therefore, we work to reduce any additional barriers faced and provide a safe space for these children to speak out or share their concerns with members of staff. Through our curriculum and behaviour policy, we are clear that bullying and disrespectful language or behaviour is never appropriate.

7. RECORDS AND INFORMATION SHARING

7.1 If staff are concerned about the welfare or safety of any child at our school, they will record their concern through the school's electronic system, CPOMS. They should ensure that the incident is signed and dated. Any concerns should be passed to the DSL without delay.

7.2 Any information recorded on paper will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

7.3 Child protection information will only be stored in either the paper or electronic personal protection folders and these files will be kept up to date. Each concern logged will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

At The Stables Independent School, we will keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for these decisions. This includes instances where referrals were or were not made to another agency such as the Children's Advice and Duty Service or the Prevent programme. Invitations to child protection conferences, core groups and all other multi-agency meetings and minutes taken at these will be stored on the child's file whether an electronic or paper system is used. All our safeguarding records will include: a chronology, contents front cover and will record significant events in the child's life.

7.4 When a child leaves our school, (including in the transfer year), the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school. The DSL will include a clear, structured summary identifying current safeguarding concerns, relevant context and any ongoing support needs. This transfer will be within 5 days for an in-year transfer or within the first 5 days of the start of a new term. We recognise that not providing information as per the timescales can impact on the child's safety, welfare and educational outcomes.

7.5 We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

7.6 Prior to a child leaving we will consider if it would be appropriate to share any additional information with the new school or college in advance to help them put in place the right support to safeguard this child.

7.7 Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Services to Home Educators Team within Norfolk County Council.

7.8 When a child joins our school, we will review any safeguarding information received and contact the previous setting to seek clarification where information is unclear or incomplete.

8. WORKING WITH PARENTS & CARERS

A **parent** is defined in Section 576, Education Act 1996 as:

- All natural parents, whether they are married or not
- Any person who, although not a natural parent, has parental responsibility for a child or young person
- Any person who has care of a child (having care of a child or young person means that the child lives with and is looked after by that person, irrespective of their relationship),

and by Clover Childcare Services as:

- **the primary carer for the child placed at The Stables Independent School; this includes foster carers and residential carers.**

8.1 The Stables Independent School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

8.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to LADO or social workers.

8.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to safeguard a child from harm.

8.4 We use a Think Family approach to risk, taking into account family circumstances and working in collaboration with the family network to support the child. We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Norfolk CADS in those circumstances where it is appropriate to do so.

8.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives
- Full names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)

- Full details of any other adult authorised by the parent to collect the child from school (if different from the above)

The school will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

9. SAFER RECRUITMENT

9.1 We will ensure that the Headteacher and the Proprietor have completed appropriate safer recruitment training. At all times the Headteacher and Proprietor will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2026). At least one person involved in conducting an interview will have received safer recruitment training.

9.2 At The Stables Independent School we will use the recruitment and selection process to deter and prevent people who are unsuitable to work with children from applying for or securing employment.

9.3 We require details of a candidate's present (or last) employment and reason for leaving, full employment history (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment and evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview whenever possible. We will question the contents of application forms if we are unclear about them; we will undertake Disclosure and Barring Service checks and other pre-employment checks as outlined in 'Keeping Children Safe in Education 2026' to ensure we are recruiting and selecting the most suitable people to work with our children. Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

9.4 At The Stables Independent School we use a range of selection techniques to identify the most suitable person for the post. Structured questions are agreed by the interview panel and any potential areas of concern are explored to determine the applicant's suitability to work with children. We will let short-listed candidates know that we will complete online searches as part of our due diligence checks ahead of their interview.

We also begin the interview with a personal 'Warner' interview to explore the candidates' own values and vulnerabilities in an attempt to ascertain that candidates have the necessary resilience and strength of character to work safely and successfully with our children.

9.5 We will maintain a Single Central Record (SCR) of all safer recruitment checks carried out in line with statutory requirements. The Headteacher and School Office Manager will check the SCR regularly to ensure that it meets statutory requirements.

10. SAFER WORKING PRACTICE

10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

10.2 All staff will be provided with a copy of our school's behaviour policy at induction. They will be expected to know our school's behaviour policy and policy for positive handling and carry out their duties in accordance with these policies. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed Norfolk Steps training will be kept by the Headteacher.

10.3 If staff or visitors are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

10.4 Guidance about acceptable conduct and safe practice will be given to all staff during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in '*Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings*' (Feb 2022).
All staff members are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

11. MANAGING ALLEGATIONS AGAINST STAFF

11.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We work to the thresholds for harm as set out in 'Working Together to Safeguard Children' (2026) and 'Keeping Children Safe in Education' DfE (2026) below. An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child; and/or
- possibly committed a criminal offence against or related to a child; and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and /or

- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The 4th bullet point above recognises circumstances where a member of staff (including supply and trainee teachers) is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children; this is known as transferrable risk.

11.3 At The Stables Independent School we recognise our responsibility to report/refer allegations of behaviours of concern and/or harm to children by adults in positions of trust who are not employed by the school to the LADO service directly at lado@norfolk.gov.uk . These are adults such as those in the voluntary sector, taxi drivers, escorts and foster carers.

11.4 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in *Norfolk Safeguarding Children Partnership Protocol: Allegations Against Persons who Work with Children* and Part 4 of *'Keeping Children Safe in Education'*, DfE (2026) are adhered to and will seek appropriate advice. The first point of contact for schools regarding concerns and/or allegation issues is via the Local Authority Education Duty Desk on 01603 307797. A Duty Advisor (not a LADO) will give advice and guidance on next steps. If the advice is to make a referral to the LADO service then the LADO referral form should be completed. The completed LADO referral form is then sent via e-mail to: lado@norfolk.gov.uk.

11.5 If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff. Should an allegation be made against the Headteacher, this will be reported to the Proprietors. In the event that neither the Headteacher nor the Proprietor are contactable on that day, the information must be passed to and dealt with by the member of staff acting as Headteacher.

11.6 The Headteacher or Proprietor will seek advice from the LADO within one working day. No member of staff will undertake further investigations before receiving advice from the LADO.

11.7 When using a supply agency, we will inform the agency of our process for managing allegations against staff and keep them up to date with any policy developments. Where concerns are raised about an individual (including a trainee teacher) and the school is not their employer, we recognise that we still have the responsibility to ensure allegations are dealt with properly. In order to achieve this, we will liaise with relevant parties, including the LADO, to determine a suitable outcome. Whilst the supply agency should be fully involved and co-operate with any enquiries from the LADO, police and/or Children's Services, we recognise that the school will usually take the lead in conducting an investigation as we have direct access to any affected children and other school staff in order to collect the facts.

11.8 Any member of staff who does not feel confident to raise their concerns with the Headteacher or Proprietors should contact the LADO directly via e-mail to lado@norfolk.gov.uk . Further national guidance can be found at: Advice on whistleblowing. The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

11.9 Further information and guidance documents in relation to the LADO process, forms, leaflets and the Allegations against Persons who Work/Volunteer with Children Procedures are found on the Norfolk Safeguarding Children Partnership website.

11.10 The school has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The school must also consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency) if a teacher is dismissed or the setting ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first.

Concerns that do not meet the harm threshold

11.11 The term ‘low-level’ concern does not mean that it is insignificant; it means that the behaviour towards a child does not meet the thresholds as stated above. In Norfolk, the ‘low-level’ concern process is to consult with the Local Authority Education Duty Desk on 01603 307797. At The Stables Independent School, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including contractors) are dealt with promptly and appropriately.

11.12 At The Stables Independent School we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, trainee teachers, volunteers and contractors) are dealt with promptly and appropriately. Through training, staff are made aware of what low level concerns are and understand the importance of reporting and these types of concerns in writing. We have a policy which sets out what low-level concerns are, the importance of sharing these appropriately, how the setting addresses unprofessional behaviour and supports the individual to correct it at an early stage. This includes when staff should self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved

in such a way that they consider falls below the expected professional standards.

11.13 At The Stables Independent School we understand the importance of recording low-level concerns and the actions taken in light of these being reported. Low-level concerns are reported to the Headteacher who is also the DSL. The records are kept confidential and stored securely. We will review the records we hold to identify potential patterns and take action. This could be through a disciplinary process but also by referring to the Local Authority Education Duty Desk on 01603 307797. Please note, where a child, parent/carer or staff member makes an allegation of harm, this will not be considered as a 'low-level' concern without consultation from the Local Authority Education Duty Desk or the LADO service directly.

11.14 We recognise that low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

12 RELEVANT POLICIES

12.1 Where the school uses external service providers for enrichment activities within the curriculum, we ensure that appropriate arrangements as per the DfE guidance 'Out-of-school settings: safeguarding guidance for providers are in place to keep children safe.

12.2 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Low Level Concerns
- Anti-Bullying
- Staff Code of Conduct
- Promoting Positive Behaviour and Relationships
- Safer Recruitment
- Whistleblowing
- Attendance
- Online Safety
- Health and Safety
- Equality and Diversity
- Supporting Pupils with Medical Conditions
- First Aid
- RSHE

13. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

1. Working Together to Safeguard Children DfE (2026)
2. Keeping Children Safe in Education DfE (2026)
3. Working Together to Improve School Attendance, DfE (2026)
4. Norfolk Safeguarding Children Partnership procedures
5. Norfolk Safeguarding Children Partnership Protocol: Allegations Against Persons Who Work with Children
6. Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (Feb 2022)
7. What to do if you're worried a child is being abused DfE (March 2015)
8. Information sharing: advice for practitioners providing safeguarding services
9. The Prevent duty: Departmental advice for schools and childcare providers DfE (September 2023)
10. The Prevent duty: safeguarding learners vulnerable to radicalisation (September 2023)
11. Mandatory Reporting of Female Genital Mutilation- procedural information Home Office (January 2020)
12. Multi-agency practice principles for responding to child exploitation and extra-familial harm
13. Child sexual exploitation: guide for practitioners DFE (February 2017)
14. Teaching online safety in school DfE (January 2023)
15. Mental Health and Behaviour in Schools DfE (November 2018)
16. Data protection: toolkit for schools DfE (2026)
17. Promoting the education of children with a social worker (March 2025)
18. Preventing youth violence and gang involvement
19. Criminal exploitation of children and vulnerable adults: county lines
20. Relationships Education, Relationships and Sex Education (RSE) and Health Education
21. Domestic Abuse Act 2021 Statutory Guidance (Home Office April 2023)
22. Allergy safety in schools - GOV.UK DfE (July 2026)

Appendix 1: Safeguarding Induction Sheet for new or supply staff and regular visitors.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.
If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders.
Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete can be obtained from the school office. Please ensure you complete all sections as described.

If you are unable to locate them, ask the School Office Manager to find them and ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Proprietor. Alternatively, you can contact the Local Authority Duty Desk on 01603 307797. NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

The people you should talk to in school are:
Designated Safeguarding Lead (DSL): Sarah Porter (Headteacher)
Location of office: In school
Contact Number: 01692 581467

Deputy Designated Lead (Deputy DSL): James Beddow (Behaviour Lead)
Location of office: In school
Contact Number: 01692 581467

Deputy Designated Lead (Deputy DSL): Gary Spackman (Deputy Headteacher)
Location of office: In school
Contact Number: 01692 581467

Proprietor: Karim Lalani or Phil Cass
Contact Number: 0208 848 1800

At The Stables Independent School, we strive to safeguard and promote the welfare of all of our children.

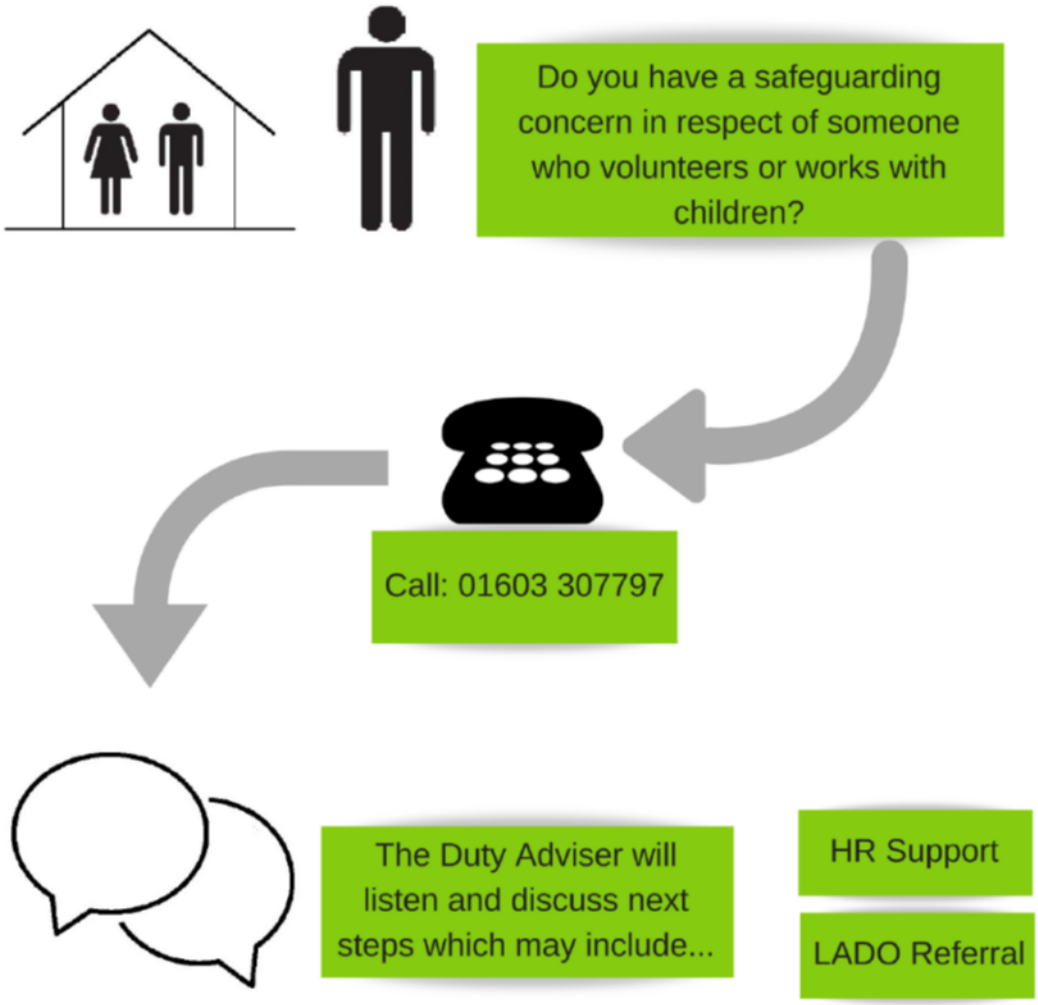
Appendix 2: Advice for schools, colleges and alternative education providers where there are concerns about an adult who works within the setting

Norfolk County Council

Guidance for Schools, Colleges & Alternative Education Providers

Education Quality Assurance & Intervention Service

Duty Desk



Appendix 3 Deputy Designated Safeguarding Lead job description

The Stables Independent School
Clover Childcare Services

Job details

Job title: deputy designated safeguarding lead (Deputy DSL)

Reporting to: the designated safeguarding lead; the Headteacher

Responsible for: all pupils and staff

Main purpose

The deputy designated safeguarding lead (DDSL) will assist the designated safeguarding lead (DSL) in all matters of safeguarding and child protection across the school. They may take part in strategy discussions and inter-agency meetings and contribute to the assessment of children. The DDSL will assume the role of the DSL in the event of any absence.

They will advise and support other members of staff on child welfare and child protection matters and may liaise with relevant agencies such as local authorities, social workers and the police.

Duties and Responsibilities

Managing referrals

- Support DSL in referring cases of suspected abuse to the local authority children's social care.
- Support staff who make referrals to local authority children's social care.
- Support DSL in referring cases to the Channel/Prevent programme.
- Support staff who make referrals to the Channel/Prevent programme.
- Support DSL in referring cases to the Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child.
- Support DSL in referring cases where a crime may have been committed to the police.
- Keep detailed, accurate and secure written records of concerns and referrals.

Working with staff and other agencies

- Support the DSL in ensuring staff can access and understand the school's safeguarding and child protection policy and procedures, (especially new and part-time staff).
- Inform the DSL and Proprietor of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations.
- Support the DSL in liaising with the case manager and the LADO for child protection concerns in all cases where a member of staff is involved.
- Support the DSL in liaising with staff on matters of safety and safeguarding, and when deciding whether to make a referral.
- Act as a source of support, advice and expertise for staff.
- Understand the assessment process for providing early help and intervention.
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.
- Support the DSL when required by attending and contributing to child protection case conferences effectively when required to do so.

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role.
- Undergo Prevent training and be able to:
    - Support the school in meeting the requirements of the Prevent Duty
    - Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to:
    - Provide advice and support to staff on protecting and identifying children at risk of FGM
    - Report known cases of FGM to the police, and help others to do so

- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role.

- Obtain access to relevant resources.

- Undertake Refresher DSL training every 2 years as currently required.

Raise awareness

- Support the DSL in ensuring the school's child protection policies are known, understood and used appropriately.

- Work with the Proprietor and School Development Officer to ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed annually.

- Support the DSL in ensuring the safeguarding policy is available and easily accessible to everyone in the school community.

- Support the DSL in ensuring that carers have read the safeguarding policy, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this.

- Link with the local safeguarding children's board (LSCB) to make sure that staff are aware of training opportunities and the latest policies on safeguarding.

- Be alert to the specific needs of children in need, those with special educational needs and young carers.

- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them.

Other areas of responsibility

- Where children leave the school, work with the DSL to securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file.

- Undertake safer recruitment training and support the school to follow best practice.

- Alongside the DSL, monitor the single central record and ensure it complies with all relevant legislation.

- Assist the DSL in producing safeguarding reports to the Leadership Team and Proprietor.

- Model best practice and uphold the principles of confidentiality and data protection at all times.

The deputy DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the Deputy DSL should be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally, this will be in person, but can also be via phone or video calling in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person specification

Criteria	Qualities
Qualifications	• GCSE (or equivalent) in English and maths. • Relevant DSL training
Experience	• Successful leadership and management experience in a school or other relevant organisation • Experience of managing safeguarding in a school or other relevant organisation, including: ○ Building relationships with children and their parents/carers, particularly the most vulnerable ○ Working and communicating effectively with relevant agencies ○ Implementing and encouraging good safeguarding practice throughout a team of people • Demonstrable evidence of developing and implementing strategies to help children and their families • Experience of handling large amounts of sensitive data and upholding the principles of confidentiality

Skills and knowledge	• Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies. • Ability to work with a range of people with the aim of ensuring the safety and welfare of children. • Awareness of local and national agencies that provide support for children and their families. • Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns • Good IT skills • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships with staff and other stakeholders
Personal qualities	• Commitment to ensuring the safety and welfare of children • Uphold and promote the ethos and values of the school • Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school • Ability to work under pressure and prioritise effectively • Maintain confidentiality at all times • Commitment to equality

Notes:

This job description may be amended at any time in consultation with the post holder.

Last review date:

Next review date:

Headteacher/line manager's signature:

_____

Date: _____

Postholder's signature:

_____

Date: _____